

# FLUENCY

# CORE

## FLUENCY

### **WHAT?**

Fluency is the ability to read text with appropriate phrasing, pacing, attention to punctuation and expression.

### **WHY?**

Fluency frees the reader so the meaning of a text can be the focus of attention.

### **HOW?**

Before administering the Running Record, familiarize yourself with the fluency rubric. During the administration of the Running Record, observe and record the reader's phrasing, pacing, attention to punctuation and expression. Use the rubric at the end of this guide.

## FLUENCY RUBRIC

### 6—Exceptional

- Phrasing and intonation fits passages exceptionally well.
- Pacing is smooth and rapid. It is adjusted effortlessly to suit the reader's purpose. Overall fluency, flow and speed is exceptional.
- Observation of punctuation is consistent in oral reading.
- High degree of expression in oral reading: uses different voices to portray characters.

### 5—Strong

- Phrasing is similar to spoken language.
- Pacing is smooth and speed is above average level of peers.
- Punctuation is observed.
- Expression is similar to oral language.

### 4—Capable

- Phrasing is generally appropriate.
- There is efficiency and ability to achieve reading fluency that is comfortably age/grade appropriate.
- Observation of punctuation is generally appropriate.
- There is evidence of expression, especially during dialog.

### 3—Developing

- Phrasing lacks the sound of spoken language.
- Pacing may be choppy, affecting speed; overall flow is developing.
- Punctuation is sometimes observed.
- Expression and intonation are beginning to develop.

### 2—Limited

- Halting phrasing; lacks the sound of spoken language.
- Overall flow and pacing need improvement.
- Attention to punctuation is observed only occasionally.
- Expression and appropriate intonation is limited.

### 1—Word-by Word

- Lacks fluency
- Pacing may be painfully slow, choppy and difficult, requiring much support.
- Punctuation may not be observed.
- Monotone expression and robotic-sounding intonation may exist.

### NOTE:

You will have a student who reads quickly and accurately, though does not use expression, phrasing, or punctuation to his/her best advantage as needed. You will adjust your meaning-based instruction to meet these needs, presently not scoring him/her above a 4.

# ORAL FLUENCY ASSESSMENT

## WHAT?

The Oral Fluency Assessment measures the student's:

- rate
- accuracy
- phrasing
- pacing
- punctuation use
- expression

## WHY?

It is generally acknowledged that fluency is a critical component of skilled reading and that there is a close relationship between fluency and reading comprehension. The teacher can document the skills the student has and note those which need to be developed.

## HOW?

### Administration

- reproduce the Student Prompt page once for use with multiple students
- reproduce the Student Record page, one for each student to be assessed
- have a pencil and a timer available. (or use the clock or a watch)
- have a calculator ready for determining accuracy rate
- say: "Here is a story for you to read out loud to me. I will listen and take notes to help me know how well you can read. Take a minute now to look over the story. I will tell you when to begin." Allow a minute or two.
- say: "You may begin reading now."
- set and start the timer for **one minute** or check your clock or watch and note the time as the student begins to read. At the end of one minute, draw a box around the last word the student reads correctly. If the student is reading acceptably, allow him to complete the reading silently
- you may pronounce any proper nouns with which the student is unfamiliar. Do not count these words as errors
- if the student becomes frustrated or makes several consecutive errors, stop the assessment.

### Scoring and Analysis

Do as you would a Running Record or IRI for accuracy OR:

- Draw a line through any word the student omits or refuses to read and count them as errors.
- Indicate with a caret any extra words inserted by the student. Count each as an error.

- Draw an arrow between any words that have been read in reverse. Count it as one error.
- If a student makes an error, then self-corrects, do not count it as an error.
- If a student repeats the mistake, count it as only one error.
- If the student hesitates for more than five seconds, provide the word and count it as an error.
- Do not count as an error any repetitions.

To find the student's accuracy rate, count the total number of words read in one minute and subtract the number of errors. Divide the number of correct words per minute by the total number of words read to get the accuracy rate. See the error rate and percent accuracy chart. Record the percent accuracy as the rate.

<b>Error Rate</b>	<b>Percent Accuracy</b>
1:200	99.5
1:100	99
1:50	98
1:35	97
1:25	96
1:20	95
1:17	94
1:14	93
1:12.5	92
1:11.75	91
1:10	90
1:9	89
1:8	87.5
1:7	85.5
1:6	83
1:5	80
1:4	75
1:3	66
1:2	50

**To interpret the Oral Fluency Assessment:**

- Compare the student’s number of correct words per minute with the following chart.

**Oral Reading Fluency Norms**

<b>Grade</b>	<b>Fall</b>	<b>Winter</b>	<b>Spring</b>	<b>Percentile</b>
2	82	106	124	75
	53	78	94	50
	23	46	65	25
3	107	123	142	75
	79	93	114	50
	65	70	87	25
4	125	133	143	75
	99	112	118	50
	72	89	92	25
5	126	143	151	75
	105	118	128	50
	77	93	100	25

Adapted from “Curriculum-Based Oral Reading Fluency Norms for students grades 2-5” (1992) Jan E. Hasbrouck and Gerald Tindal, *Teaching Exceptional Children*, Vol. 24

- Examine the student’s accuracy rate. It should remain constant or increase until it stabilizes at 94% or higher.

Complete the Reading Fluency box on the student’s sheet based on the fluency rubric.